



HOMEWOOD-FLOSSMOOR HIGH SCHOOL COURSE SCOPE & SEQUENCE



Semester 1 '11 – '12 Department: World Languages Course: Latin 1 CP/H Instructor(s): Brown
Aligned: [ACTFL National Standards for Foreign Language Learning/AP College Board Standards](#)

*The Homewood-Flossmoor High School Course Scope & Sequence provides parents and students with a semester-long overview of each class that we offer. **An instructor may alter a course's scope & sequence as needed.** Students are responsible for keeping track of due dates and other pertinent course information in their H-F Student Planners. Parents, please contact your child's teacher by telephone or e-mail to clarify any questions you may have about the scope & sequence of a particular course.*

Special Note: During the semester, each student will participate in a formal debate in class. Students will sign up for formal debates during the second week of class (see below) and will be given a date on which their debate is taking place. It is very important that all students be in attendance on the day of their debate. If they are absent, they will need to make make-up arrangements with the teacher.

WEEK	INSTRUCTIONAL CONTENT	ACTIVITIES, READINGS, LABS, AND/OR ASSIGNMENTS	MAJOR ASSESSMENTS	OTHER
WEEK #1 8/17 – 8/19 No school: 8/15 & 8/16	Introductory Unit – English Grammar Review		English Grammar Diagnostic Exam (not graded)	<i>Grammar Rock!</i>
WEEK #2 8/22 – 8/26	Introductory Unit – <i>Ecce Romani</i> Chapter 1 Basic Latin Syntax	Chapter 1 Grammar, Translation, Vocabulary	English Grammar Review Test Chapter 1 Test	
WEEK #3 8/29 – 9/2 PLC day: 9/2	<i>Ecce Romani</i> Chapter 2 Singular and Plural Verbs	Chapter 2 Grammar, Translation	None	<i>Roman City</i> Everyday Life Cultural Project – Phase 1



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				(Poster/Powerpoint)
WEEK #4 9/5 – 9/9 No school: 9/5 Pep assembly: 9/9	<i>Ecce Romani</i> Chapter 2 Singular and Plural Verbs	Chapter 2 Vocabulary	Chapter 2 Test	Project presentations
WEEK #5 9/12 – 9/16	<i>Ecce Romani</i> Chapter 3 Singular and Plural Nouns	Chapter 3 Grammar, Translation		Everyday Life Cultural Project – Phase 2 (Written Report)
WEEK #6 9/19 – 9/23 PLC day: 9/23	<i>Ecce Romani</i> Chapter 3 Singular and Plural Nouns	Chapter 3 Vocabulary	Chapter 3 Test	
WEEK #7 9/26 – 9/30	<i>Ecce Romani</i> Chapter 4 Subject and Direct Object; Transitive and Intransitive Verbs	Chapter 4 Grammar, Translation, Vocabulary		Everyday Life Cultural Project Phase 3 – “Hands on Learning”
WEEK #8 10/3 – 10/7 PLC day: 10/7	<i>Ecce Romani</i> Chapter 5 The Complementary Infinitive	Chapter 5 Grammar, Translation, Vocabulary	Chapter 4 Test	
WEEK #9 10/10 – 10/14 No school: 10/10 All School Testing: 10/13	<i>Ecce Romani</i> Chapter 6 Gender Impersonal Verbs	Chapter 6 Grammar, Translation, Vocabulary	Chapter 5 Test	
WEEK #10 10/17 – 10/21 End of 1 st	<i>Ecce Romani</i> Chapter 7 The Nominative and	Chapter 7 Grammar, Translation, Vocabulary	Chapters 1-7 Midterm Exam; In-Class Translation #1	



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Quarter: 10/21	Accusative Cases			
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WEEK #11 10/24 –10/28 PLC day: 10/28	<i>Ecce Romani</i> Chapter 8 1 st , 2 nd and 3 rd Person The Vocative Case	Chapter 8 Grammar, Translation, Vocabulary		Cultural Project – Gods and Goddesses
WEEK #12 10/31 – 11/4 Parent/teacher Conferences: 11/3 No school: 11/4	<i>Ecce Romani</i> Chapter 8 1 st , 2 nd and 3 rd Person The Vocative Case		Chapter 8 Test	
WEEK #13 11/7 –11/11 No school: 11/11	<i>Ecce Romani</i> Chapter 9 Prepositions and Prepositional Phrases The Ablative Case	Chapter 9 Grammar, Translation, Vocabulary		
WEEK #14 11/14 –11/18 PLC day: 11/18	<i>Ecce Romani</i> Chapter 10 The Four Verb Conjugations The Present Tense The Imperative Mood	Chapter 10 Grammar, Translation	Chapter 9 Test	
WEEK #15 11/21 – 11/25 No school: 11/24 &11/25	<i>Ecce Romani</i> Chapter 10 The Four Verb Conjugations The Present Tense	Chapter 10 Vocabulary	Chapter 10 Test	



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	The Imperative Mood			
WEEK #16 11/28 – 12/2	<i>Ecce Romani</i> Chapter 11 1 st , 2 nd and 3 rd Declension Nouns The Genitive and Dative Cases	Chapter 11 Grammar, Translation		
WEEK #17 12/5 – 12/9 PLC day: 12/9	<i>Ecce Romani</i> Chapter 11 1 st , 2 nd and 3 rd Declension Nouns The Genitive and Dative Cases	Chapter 11 Vocabulary	Chapter 11 Test	
WEEK #18 12/12 – 12/16	<i>Ecce Romani</i> Chapter 12 Uses of the Ablative (“NIAWOP”s)	Chapter 12 Grammar, Translation, Vocabulary	In-Class Translation #2	
WEEK #19 1/2 – 1/6	1 st Semester Review		Chapter 12 Test	
WEEK #20 1/9 – 1/13 Finals: 1/10 – 1/12 Marking Day 1/14	Finals			

Semester 2 '09 – '10

Department: English

Course:

AP Language and Composition

Instructor(s): Brown



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WEEK	INSTRUCTIONAL CONTENT	ACTIVITIES, READINGS, LABS, AND/OR ASSIGNMENTS	MAJOR ASSESSMENTS	OTHER
WEEK #1 1/16 – 1/20 No school: 1/16	Chapter 13 Adverbs The Imperfect, Part 1	Chapter 13 Grammar, Translation, Vocabulary	None	
WEEK #2 1/23 – 1/27 PLC day: 1/27	Chapter 14 The Imperfect, Part 2 Irregular Verbs, Part 1	Chapter 14 Grammar, Translation, Vocabulary	Chapter 13 Test	
WEEK #3 1/30 – 2/3	Chapter 15 The Neuter Gender Numbers	Chapter 15 Grammar, Translation, Vocabulary	Chapter 14 Test Neuter Endings Quiz	
WEEK #4 2/6 – 2/10	Chapter 16	Chapter 16 Grammar, Translation, Vocabulary	Chapter 15 Test	



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PLC day: 2/11	Noun-Adjective Agreement 1 st /2 nd Declension Adjectives		Adjective Endings Quiz	
WEEK #5 2/13 – 2/17	Chapter 17 Irregular Verbs, Part 2	Chapter 17 Grammar, Translation	Chapter 16 Test	
WEEK #6 2/20 – 2/24 No school: 2/21 PLC day: 2/25	Chapter 17 Irregular Verbs, Part 2	Chapter 17 Vocabulary	In-Class Translation #3 Chapter 17 Test	
WEEK #7 2/27 – 3/2	Chapter 18 3 rd Declension Adjectives, Part 1	Chapter 18 Grammar, Translation, Vocabulary	None	
WEEK #8 3/5 – 3/9	Chapter 19 The Perfect Tense, Part 1	Chapter 19 Grammar, Translation, Vocabulary	Chapter 18 Test	
WEEK #9 3/12 – 3/16 PLC day: 3/16	Chapter 20 The Perfect Tense, Part 2 Subordinate Clauses with <i>dum</i>	Chapter 20 Grammar, Translation	Chapter 19 Test	
WEEK #10 3/19 – 3/23 End of 1 st Quarter: 3/23	The Four Principal Parts	Chapter 20 Vocabulary	Four Principal Parts Quiz Chapter 20 Test	
WEEK #11 4/3 – 4/6	Chapter 21 Translation Review	Chapter 21 Storybook – “Murder,” “Sextus Can’t Sleep,” “Early the Next	In-Class Translation #4 Chapter 21 Test	



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		Morning”		
WEEK #12 4/9 – 4/13 PLC day: 4/15	Chapter 22 The Dative Case 3 rd Declension Adjectives, Part 2	Chapter 22 Grammar, Translation, Vocabulary	Storybook Due Noun Endings Review Quiz	
WEEK #13 4/16- 4/20 No school: 4/20	Chapter 23 The Future Tense Adjectives as Substantives	Chapter 23 Grammar, Translation	Chapter 22 Test	
WEEK #14 4/23 – 4/27 PSAE: 4/25 & 4/26	Chapter 24 The Pluperfect Tense The Future Perfect Tense	Chapter 23 Vocabulary Chapter 24 Grammar, Translation	Chapter 23 Test	
WEEK #15 4/30-5/4 PLC day: 5/4	Chapter 25 The 4 th and 5 th Declensions The Partitive Genitive	Chapter 24 Vocabulary Chapter 25 Grammar, Translation	In-Class Translation #5 Chapter 24 Test	
WEEK #16 5/7 – 5/11	Chapter 26 Demonstrative Adjectives/Pronouns	Chapter 25 Vocabulary Chapter 26 Grammar, Translation	Chapter 25 Test	
WEEK #17 5/14 – 5/18 PLC day: 5/18	Chapter 27 Personal Pronouns	Chapter 26 Vocabulary Chapter 27 Grammar, Translation	In-Class Translation #6 Chapter 26 Test	



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WEEK #18 5/21 – 5/25 Seniors' last day: 5/24	Chapter 27/Semester Review	Chapter 27 Vocabulary	Chapter 27 Test	
WEEK #19 5/28 – 6/1 No school: 5/28 Final Exams: 5/28-5/30 Marking Day: 6/1	Review/Finals			



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Differentiation between Honors Level and College Prep Level Classes

World Languages – French / Spanish / Latin*

- Honors level will cover all the grammar concepts and thematic vocabulary that appears on the World Language documents entitled “Grammar Concepts and Thematic Vocabulary”.
- In the honors levels, there will be supplementary reading materials presented (short books, stories, etc.) at the teachers’ discretion.
- Writing samples will be longer, and the rubrics used will be guided by different criteria than the CP writing samples (higher expectations as to accuracy and complexity of written work.)
- Listening will be incorporated more, through outside sources.
- Vocabulary: honors students will have a larger vocabulary base at the end of the year, as they will need less practice on the need-to-know words, and will be learning and using many more of the nice-to-know words than the CP level students have time for.
- Projects will be graded with a differentiated rubric – more accountability RE: pronunciation, accuracy, fluency, and the length and complexity of project at the honors level at the college prep level.
- Homework will be adjusted according the needs and abilities of the students: Honors level may include less of work of a rote nature - more original work will be expected of them; CP students need more time to acquire a language and will need more practice of certain concepts / vocabulary.
- Honors level students will work at a faster pace in the book so that supplemental items may be included into the curriculum.
- Honors level students will be expected to produce more spoken language inside the classroom setting.



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Both honors level students and college prep level students will reach approximately the same point in their knowledge base of the language. The honors level student will have been exposed to more language (reading/writing/listening/speaking/vocabulary) than the college prep level student. This facilitates an easy transition in case there is someone that has to/wishes to move from one level to the next at any particular time in the year.